DOCUMENT RESUME

ED 157 178 EA 010 727

AUTHOR	De Pew, Kathryn; Hennes, James
TITLE	Annual Report for 1976-77 on the Educational Accountability Law. Overview of Educational Accountability in Colorado for 1976-77.
INSTITUTION	Colorado State Dept. of Education, Denver. Accreditation and Accountability Services Unit.
REPORT NO	Education-78-1425-900
PUB DATE	Apr 78
NOTE	48p.; Not available in paper copy due to small print of parts of original Document
AVAILABLE FROM	Accreditation and Accountability Services Unit, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203 ($1.00;no charge to Colorado Public School Districts)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Annual Reports; *Educational Accountability; Educational Planning; Elementary Secondary Education; *State Programs; Tables (Data)
IDENTIFIERS	*Colorado

ABSTRACT

Colorado's Educational Accountability Program was instituted to help schools raise educational quality, to expand student life opportunities, and to provide assistance in comparing the value of school programs with their cost. This program rests on the premise that when a local district and its citizens set educational priorities, design a plan, and monitor it, educational quality will improve. Out of 181 school districts in Colorado, 151 are making satisfactory gains in the development and implementation of the planning/accountability process. Over 1976-77 there has been an increase in the number of districts that have a well-defined, functioning, planning process. There has been a slight decrease in the number of districts just beginning the planning process. Districts that use and are committed to the planning process report improvement in curriculum planning, continuity of learning experiences, quality of the information gathered from program evaluations, and reading achievement in all grades. In districts that set basic skills priorities and design plans to achieve the priorities, pupil performance levels either remain stable or rise. The Colorado Department of Education and the State Accountability Advisory Committee have assisted school districts in program implementation through conferences, consultation, help with need identification, and goal-setting, newsletters, and other resources. (JM)

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OVERVIEW OF EDUCATIONAL ACCOUNTABILITY IN COLORADO FOR 1976-77

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Calvin M. Frazier, Commissioner

April 1, 1978

To the Governor and the Members of the General Assembly:

The State Board of Education is transmitting to you its seventh annual report concerning educational accountability programs in Colorado. The report contains information on the activities of local school districts from July 1, 1976 through June 30, 1977 as reported by them to the State Board of Education.

The report indicates continued progress in implementing accountability in Colorado. The following points summarize this report.

1. Accountability is a process that must occur at the district and building level, where the students are. The citizens and educators in each school district must identify their own needs, develop programs and report results. More than 80% of the districts are showing satisfactory progress in this process.

2. Those school districts showing no progress (5 to 15 each year) have been warned that while accountability is a local process, they must show progress and comply with the act.

3. The quality of educational programs improves when educators and citizens in a district set priorities, have and use a plan for improving programs, monitor the plan, and make appropriate changes.

4. Colorado students score well on standardized tests and college entrance exams. Schools committing themselves to improved achievement scores have realized good test results.

I am pleased that Colorado students continue to score higher than the national averages on reading and mathematics tests. It is our goal to have all districts give attention to basic skills and to report district progress to local school patrons. If the accountability steps lead to a bettering of education in a local school district, as I believe they do, then we must continue to help all districts increase their effectiveness in being accountable.

Calvin M Frazier

Calvin M. Frazier
Commissioner of Education

CMF:JDH:cb

ANNUAL REPORT FOR 1976-77

ON THE

EDUCATIONAL ACCOUNTABILITY LAW

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ANALYSIS OF THE PLANNING/ACCOUNTABILITY PROCESS
1976-77

This progress report on the development and use of the Planning/Accountability Process for 1976-77 will answer the following questions:

* TO WHAT EXTENT IS THE EDUCATIONAL ACCOUNTABILITY LAW BEING IMPLEMENTED IN COLORADO?
* ARE WE MAKING PROGRESS?
* TO WHAT EXTENT HAS THE ACCOUNTABILITY PROCESS LED TO PROGRAM IMPROVEMENTS?
* TO WHAT EXTENT HAS THE ACCOUNTABILITY PROCESS IMPROVED PUPIL PERFORMANCE?

Detailed information on the above questions is contained in the subsequent portions of this report.

An analysis of the progress for 1976-77 provides the following summary answers to the above questions.

TO WHAT EXTENT IS THE EDUCATIONAL ACCOUNTABILITY LAW BEING IMPLEMENTED IN COLORADO?

One hundred fifty-one (151) school districts of the 181 districts in Colorado are making satisfactory gains in the development and implementation of the planning/accountability process.

The evidence for this statement is based on data provided by the districts and validated by the Colorado Department of Education. The major targets for 1977-78 are to:

* encourage the use of the planning/accountability process at the building/program level;
* encourage and assist districts in the design and use of systematic program evaluation plans;
* review and improve our reporting capabilities to the public.

ARE WE MAKING PROGRESS?

There has been an increase in the number of districts well into the development and use of the planning process.

As a result of this increase, there has been a decrease in the number of districts showing satisfactory growth. This decrease has occurred because some districts previously showing satisfactory growth continued in their development of the process and now have a well-defined, functioning planning process.

There has been a slight decrease in the number of districts just beginning the planning process.

TO WHAT EXTENT HAS THE ACCOUNTABILITY PROCESS LED TO PROGRAM IMPROVEMENTS?

When districts have a commitment to and use the planning process program improvements do occur. Districts well into the use of the process are able to report program improvements. These districts are also able to identify program needs and make appropriate changes. Program improvements and needs are documented. Examples of improvements include the following:

* improvements in reading, Kindergarten through Grade 12;
* improvements in curriculum program planning;
* improved continuity in learning experiences for students;
* improvement in the quality of information gathered from the evaluation of programs and used in setting priorities and making decisions.

TO WHAT EXTENT HAS THE ACCOUNTABILITY PROCESS IMPROVED PUPIL PERFORMANCE?

When districts set priorities in the area of the basic skills and design plans for achieving the priorities, test results show that pupil performance levels either remain stable or rise.

Colorado's Educational Accountability Law states that the purpose of the law is: to institute an accountability program to define and measure quality in education.

It further states that the outcomes are to:

* help the public schools of Colorado to achieve such quality;
* expand the life opportunities and options of the students of this state;
* provide to local school boards assistance in helping their school patrons to determine the relative value of their school programs as compared to its cost.

Colorado's approach to educational accountability rests on the following premise:

> *when a local district and its citizens set priorities, design and use a plan to improve educational programs, monitor the plan and make appropriate changes, the quality in its educational programs improves.*

TO WHAT EXTENT IS THE EDUCATIONAL ACCOUNTABILITY ACT BEING IMPLEMENTED IN COLORADO? ARE WE MAKING PROGRESS?

IMPLEMENTATION

One hundred eighty of Colorado's 181 school districts reported their progress in the planning/accountability process for 1976-77 to the State Board of Education by March 1, 1978. As of that date, one of the reporting districts, Garfield School District Re-2 (Rifle), did not have a local accountability advisory committee and was in non-compliance with the law. The one non-reporting district was Hanover School District #28 (El Paso County).

Each reporting district was asked to monitor its individual progress in the development and use of the planning/accountability process. (See example of monitoring chart, Figure 1). The information provided by the district on its degree of growth in the use of the process was validated by the Accreditation/Accountability Unit and other units within the Colorado Department of Education. A variety of approaches was used in validating the district information. These included personal visits to the districts by the Accreditation/Accountability Unit in conjunction with Accreditation by Contract reviews or monitoring, Title I monitoring and telephone calls by persons close to the district's activities and priorities. In addition, profiles were prepared for 15 of the 20 largest districts in the fall of 1977. The profiles (see example Figure 2) describe the progress of the districts in the accountability process from the district's perception and from the viewpoint of the Accreditation/Accountability Unit. The profiles contained suggested recommendations for the district's consideration in its refinement of the planning/accountability process. The superintendent, board president and local accountability committee of these districts were asked to validate the findings of the profiles and provide updated information where appropriate.

On the basis of this information, each district was placed in one of five categories. The categories describe the extent to which the planning/accountability process has been developed and used by the district. The five groups are:

Exemplary development and use of the process - *Rated as 5*

Process well-defined and used - *Rated as 4*

Showing satisfactory growth - *Rated as 3*

Beginning to develop the process - *Rated as 2*

No progress - *Rated as 1*

Key steps in the planning/accountability process used to determine the placements of the districts were:

* *the existence and use of current priorities;*
* *the extent of program development/implementation;*
* *the existence and use of a program evaluation plan;*
* *the use of the planning process at the building level.*

The districts were asked to monitor their progress on a scale of 1-3. The interpretation of the scale is as follows: 3 - high progress; 2 - medium progress; 1 - low progress.

The compilation of the information indicates that of the 181 districts 52% were well into or exemplary in the use of the process, 31% were showing satisfactory growth, 11% were beginning to develop the process, and 6% showed no progress (see Table I).

The 95 districts showing the most progress in the development and use of the planning process enroll 84% of the students in Colorado. Included within this group are 14 districts that are exemplary in the process. (See pages 13, 14, 15.)

The 20 districts indicating that they were just beginning to work with the process and the 10 districts showing no progress will be high priority districts for the staff during 1977-78.

TABLE I

SCHOOL DISTRICT PROGRESS IN IMPLEMENTING ACCOUNTABILITY

	1975-76		1976-77	
Extent of Progress	No. Dist.	%	No. Dist.	%
Well into Process	72	40%	95	52%
Satisfactory Growth	75	41%	56	31%
Beginning Development	23	13%	20	11%
No Progress	11	6%	10	6%

STEP IN PROCESS	DEVELOPMENT OF PROCESS			DEGREE OF SCHOOL-COMMUNITY INVOLVEMENT (2.6)			EXTENT OF DISSEMINATION AND REPORTING (2.9)			USE OF PROCESS AT BUILDING LEVEL (2.8)		
	Just beginning	Part way there	Mostly done	Low	Medium	High	Very Little	Some	Very Much	Very Little	Some	Very Much
GOALS DEVELOPMENT	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
NEEDS ASSESSMENT	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
STUDENT OBJECTIVES	1	(2)	3	1	(2)	3	1	2	(3)	1	2	(3)
STAFF OBJECTIVES	1	(2)	3	1	(2)	3	1	2	(3)	1	(2)	3
CURRENT PRIORITIES (Target Areas)	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
PROGRAM DEVELOPMENT & IMPLEMENTATION	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
PROGRAM EVALUATION	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
COMPARING COST & RELATIVE VALUE OF PROGRAMS	1	(2)	3	1	(2)	3	1	(2)	3	1	(2)	3

Figure 1

MONITORING OF PROGRESS IN ACCOUNTABILITY

Code for Chart

Development of Process:

1 = Low
2 = Medium
3 = High

Remaining three areas are averaged as follows:

1 = 1.0 - 1.6
2 = 1.7 - 2.6
3 = 2.7 - 3.0

Unit Rating of District

Key process elements averaged are:
* Current priorities
* Program development/implementation
* Program evaluation plan
* Use of process building level

Rating as follows:
1 = No progress
2 = Beginning to develop process (1.0-1.4)
3 = Showing satisfactory growth (1.5-2.0)
4 = Process well-defined and used (2.1-2.7)
5 = Exemplary development and use (2.8-3.0)

SUMMARY OF DISTRICT REPORT	ACCREDITATION & ACCOUNTABILITY UNIT PERCEPTION AND COMMENTS
II. BOARD PRIORITIES 1977-78 (Continued) In process from previous years: 1. Develop and offer a program for gifted/talented. 2. Study the district's English program to identify strengths and areas needing improvement. 3. Develop and infuse career education concepts into appropriate subject areas. 4. Expand alternative learning programs in junior/ senior high schools. Pending: 1. Counseling services at the elementary level. 2. A recommendation in reference to minimum computative skills proficiency in math with appropriate remedial action.	II. BOARD PRIORITIES 1977-78 (Continued) The development and implementation of the district's program for gifted and talented will be completed by the end of the school year 1977-78.
III. PROGRAM STRENGTHS WHICH HAVE OCCURRED AS A RESULT OF THE PLANNING PROCESS The eight areas for program improvement in the district's Accreditation Plan were: 1. Improvements in reading (Kindergarten through Grade 12). 2. Instructional Objectives update and revision in all grades. 3. Management by Objectives and Instructional Master Plan. 4. Program of testing and evaluation based on specific objectives and diagnosis of individual strengths and weaknesses. 5. Inservice and Professional Growth Programs. 6. Securing additional classroom space and eliminating use of split sessions. 7. Extended day schedules and non-standard classrooms. 8. Reduction in the rate of student dropout.	III. PROGRAM STRENGTHS WHICH HAVE OCCURRED AS A RESULT OF THE PLANNING PROCESS The Unit is an agreement with the district's perception of its program strengths. The district has also revised its total curriculum through the planning/accountability process. The process is very much a part of the curriculum structure. The courses of study are now coordinated and sequential. Key learning outcomes are carried through from K-12 with appropriate activities for the grade levels.

Figure 2
EXAMPLE OF PROFILE

PROGRESS:

Between 1975-76 and 1976-77:

* *There has been an increase in the number of districts well into the development and use of the planning process;*

* *As a result of this increase, there has been a decrease in the number of districts showing satisfactory growth. This decrease has occurred because some districts previously showing satisfactory growth continued in their development of the process and now have a well-defined, functioning planning process;*

* *There has been a slight decrease in the number of districts just beginning the process.*

Some factors influencing the progress of districts showing gains in the development and use of the process are:

* *The planning process is supported and understood by the board, the superintendent and other key leaders, primarily principals, in the districts;*

* *The accountability committee has a specific written charge from the local board;*

* *The board, professional staff, committee, and community set priorities for the improvement of educational programs and have a plan for achieving the priorities;*

* *The accountability committee is visible to and works with the local board, community and the professional staff.*

The percent of districts showing no progress has remained relatively the same over the past two years. However, the districts in this group have varied from year to year. Some factors influencing a lack of progress are:

* A lack of stability in and continuity of the district's leadership;

* Priorities for the district have not been set by the board;

* The accountability committee has no specific written charge from the local board;

* Both the local board and the committee are unsure of their relationship and purpose in the development and use of the planning/accountability process.

The districts indicating no progress tend to be small, enrolling less than 1% of the students in Colorado.

During the past two years the thrust in the development and use of the planning/accountability process has been at the building level. One hundred twenty-eight of the districts reported as of March 1, 1978 that they had building level planning/accountability committees. These committees are intended to support the efforts at the building level to improve programs for the students. They also serve as a source of information for the district committee and the local board in setting priorities and making needed decisions for the district.

Figure 3 presents a comparison of accountability progress over the past three years. There has been definite growth in the number of districts reporting progress. Good growth is seen in reporting to their local boards and in program evaluation. Reporting to the community shows improvement, but remains a need along with effective programs in evaluation and cost reporting. There continues to be a high percentage of districts reporting that they have identified improved priorities. The slight decrease this year over last year can be explained as follows:

Some districts who identified priorities in previous years did not report those priorities the second time. Some districts that have set priorities which apply for more than one year reported those priorities in 1975-76 but did not repeat them in their 1976-77 report.

It also shows a gain during 1976-77 in the use of the steps in the process most closely associated with the improvement of educational programs at the building level. These steps are the development of staff or program objectives; the planning and implementation of programs, and the evaluation of programs.

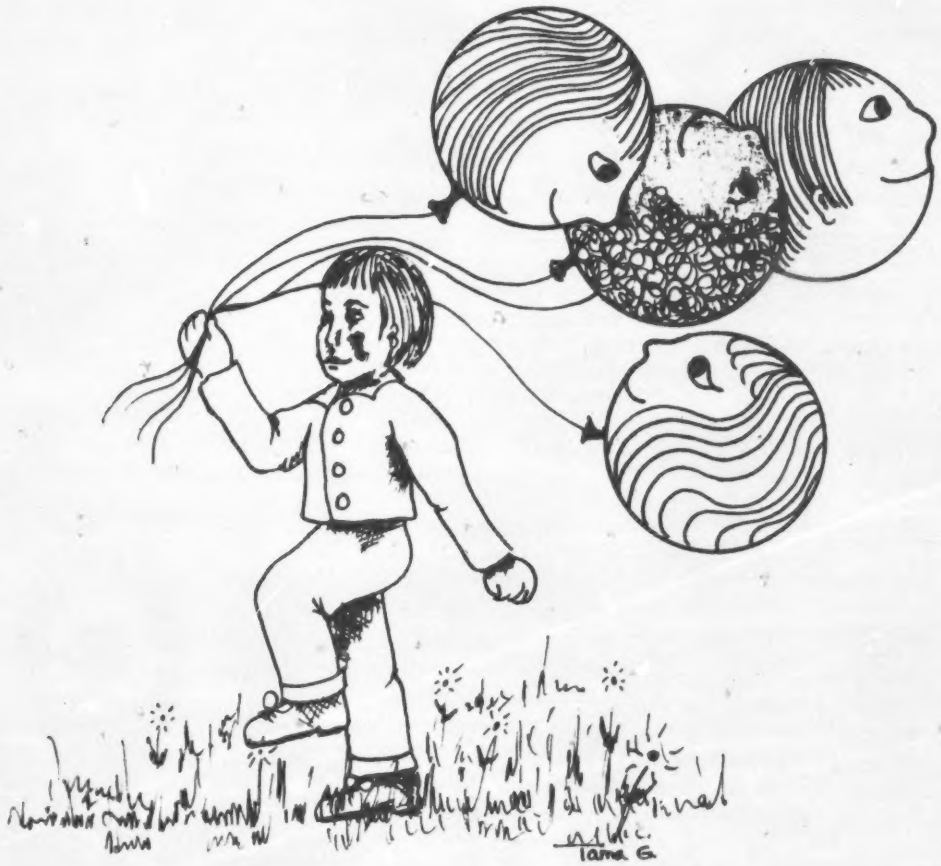
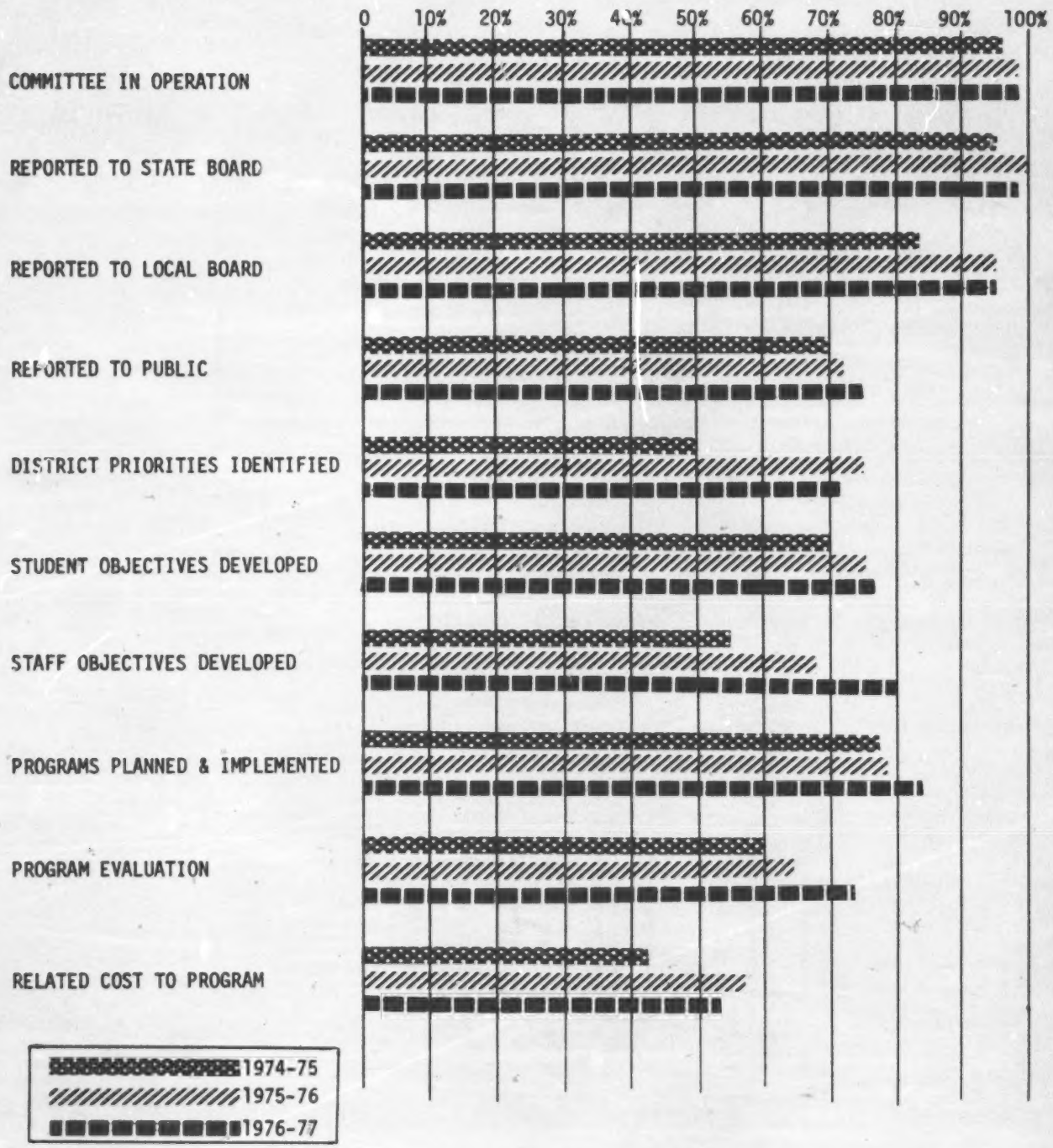


FIGURE 3

COMPARISON OF PERCENT OF SCHOOL DISTRICTS
REPORTING ACCOUNTABILITY PROGRESS
1974-75 TO 1976-77



TO WHAT EXTENT HAS THE ACCOUNTABILITY PROCESS LED TO PROGRAM IMPROVEMENTS AND IMPROVED PUPIL PERFORMANCE?

Some continuing trends and capabilities are appearing among the districts from the development and use of the planning/accountability process. The districts that are the most advanced in the planning process:

- *have district priorities set by the board of education;*
- *are more able to report required information;*
- *more frequently report program improvements with supporting evidence;*
- *have a well-defined program evaluation plan;*
- *identify and report program strengths and needs;*
- *use data from the evaluation of programs and pupil performance to modify existing programs and validate program objectives;*
- *are more apt to report and use pupil performance at both the building and district level;*
- *more frequently develop and use the planning process at the program and building level;*
- *are more effective and efficient in reporting to the community;*
- *more frequently have an effective working relationship between the board of education, the professional staff, and the local accountability committee.*

Those districts that are the least advanced in the planning process:

- *do not have district priorities set by the board of education;*
- *have difficulty reporting required information;*
- *have difficulty reporting pupil performance information;*
- *generally do not report program improvements or needs;*
- *do not use the planning process at the program or building level;*
- *have difficulty reporting to the community;*
- *have local accountability committees that function at a minimal level.*

WHAT SUPPORTS PROGRAM/SCHOOL IMPROVEMENTS?

There is a definite relationship between a district's progress in the planning/accountability process and its ability to set priorities, design and carry out a plan for program improvement, and attain results from the plan. Districts well into the process with defined priorities and a written educational plan report that they have a sense of direction and purpose. They also report staff and community commitment concerning the use of resources, time and effort necessary to support the priorities and plan.

PRIORITIES

More than half (71%) of the districts cited specific priorities for program/school improvement. Seventy-eight (78) of the 95 districts well into the use of the planning process identified priorities for program/school improvement. Only two of the ten districts showing little progress in the process identified priorities for program improvement. (See Table II).

The high priority areas reported by the districts well into process are as follows:

* Basic Skills . . . . . 50% of the districts
* Administration and Accountability . . . . . 42% of the districts
  (i.e., program evaluation, improving planning practices, strengthening community involvement)
* Specific Program Areas . . . . . 41% of the districts
  (i.e., reading, writing, fine arts, science, math)
* General Education Programs . . . . . 39% of the districts
  (i.e., vocational education, career education, programs for the gifted and talented)
* Resources and Facilities . . . . . 38% of the districts

Those districts demonstrating little progress in the planning/accountability process identified the following areas as priorities when reported: administration, resources and facilities, staff and community involvement, and specific program areas.

ACCREDITATION

Colorado's Accreditation by Contract program supports the planning/accountability process and encourages locally planned school improvements. Fifty-six of Colorado's 181 schools were under accreditation or letters of intent in 1976-77. Thirty-seven (37) districts had had their planning process for accreditation approved by the State Board of Education. The districts electing to participate in accreditation by contract include 34% of the state's enrollment.

TABLE II

SCHOOL DISTRICT REPORTS ON PRIORITIES BY DEGREE OF PROGRESS IN ACCOUNTABILITY

EXTENT OF PROGRESS IN IMPLEMENTING ACCOUNTABILITY	NO. OF DISTRICTS	PERCENT REPORTING IMPROVEMENT PRIORITIES	PERCENT REPORTING PRIORITIES FOR IMPROVEMENT		
			BASIC SKILLS	SCHOOL CLIMATE	ACCOUNTABILITY & ADMINISTRATION
Exemplary	14	100%	64%	43%	57%
Well into Process	81	79	50	33	36
Satisfactory Growth	56	64	58	21	44
Beginning Development	20	45	11	11	44
No Progress	10	20	0	0	100
TOTAL	181	71%	50%	29%	42%

PROGRAM/SCHOOL IMPROVEMENTS

Program/school improvements that have occurred as a result of the planning process include the following:

* Improvements in reading levels, Kindergarten through Grade 12; (examples: Mapleton, Pueblo #60).

* The establishment districtwide of student outcomes (competencies) at various steps in the K-12 educational program: monitoring/evaluation of attainment at the building level through a variety of approaches including testing. Identified changes are made (examples: Lamar, Fort Collins, Greeley, Brush).

* Design and use of personalized/individualized learning experiences for students at both the elementary and secondary level. Information from district-designed criterion referenced tests is used to diagnose student/program needs (examples: Fort Morgan, Northglenn-Thornton).

* Design and use of a building discipline code by a committee of students, staff, and parents/citizens. The results have included a reduction in student dropouts (examples: Lamar, Adams #14).

* Design and use of learning programs that cross over discipline areas at the secondary level (examples: humanities program Colorado Springs, Harrison).

* Development and use of programs to diagnose and improve writing and spelling skills of students (examples: Longmont, Jefferson County).

* A specific plan to involve a district's business and industrial groups, where appropriate, in the design and carrying out of programs. The intent was to have employees share with the district their findings on strengths and weaknesses of students and use this information to make appropriate changes in programs. The results have been impressive (example: Loveland).

* The effectiveness of programs is monitored on a regular basis through the use of information gathered from a survey of the district's graduates (examples: Cherry Creek, Fort Collins, Gilcrest).

* A collection and reporting of the amount of time available at the elementary level during the instructional day for key skills and concepts (example: Littleton).

A more detailed description of "promising programs and practices" that have been signed and used by districts is maintained by the Accreditation/Accountability Services Unit. The Unit is collecting from the districts their descriptions of the programs or practices and placing them in catalogues. This information is available upon request to other districts or individuals. The Unit also uses the promising programs and practices as "pieces of reality" for sharing purposes in the statewide and regional conferences on the accountability process sponsored by the Unit.

EXEMPLARY DISTRICTS IN THE PLANNING/ACCOUNTABILITY PROCESS: "PIECES OF REALITY"

Some "pieces of reality" from the fourteen districts considered as exemplary in the development and use of the planning/accountability process as of September 15, 1978 include the following:

DISTRICT	PIECE OF REALITY
Adams County #1, Mapleton	Effective and productive organization and use of building level accountability advisory committees. The building committees have a purpose for being and are tied closely to the District Accountability Committee. This structure supports and maintains community involvement.
Adams County #14, Northglenn-Thornton	Exciting plans to encourage and increase parent involvement/commitment as a partner with the district and the student in terms of sharing responsibility for the education of their children.
Arapahoe #6, Littleton	An outstanding district-developed criterion referenced testing program built around district defined expectations. The information is used to modify and change programs or objectives.
El Paso #11, Colorado Springs	The current designing and piloting of a program evaluation plan developed around the planning/accountability process for the junior high social studies program. The concept and current plan were initiated by building level staff.

DISTRICT	PIECE OF REALITY
El Paso #12, Cheyenne Mountain	The development and use of a district program evaluation plan in cooperation with National Assessment of Educational Progress. The district's profile of pupil performance enables it to look at its pupil performance in relation to like districts elsewhere in the United States.
El Paso #14, Manitou Springs	A brief accountability plan listing the district's targets for program improvements is established each year. The plan becomes the local committee's official charge from the board of education.
Jefferson County R-1	The board of education uses the planning/accountability process in carrying out its duties. It sets priorities, activities, evidence for evaluation, and timeline for the accomplishment of its objectives. The board's accountability plan is published and distributed.
Morgan County RE-3, Ft. Morgan	Two members of the present board of education served on the district's local accountability committee.
Ouray R-1, Ouray	The district has a district-wide plan for the improvement of programs. The plan is used as a work sheet by the district to measure its progress during the year. This district has developed and uses effective techniques for sustaining community involvement.
Ouray R-2, Ridgway	The district and community set as a priority the bringing together of staff and community in order to support the needs of students. The priority was attained, a level of trust was established, and communication was opened up.
Prowers RE-2, Lamar	The district has developed an effective district-wide program evaluation plan. Criterion referenced tests based on their objectives have been developed by their staff. The results are being disseminated and used to modify programs.
Saguache RE-1, Saguache	Developed and ran an extensive survey of the community. The purpose was to gather information from the citizens that would be useful in identifying needs and setting priorities for educational programs. The information has been used. One example of its use has been the revision of the district's K-12 curriculum.
Teller RE-1, Cripple Creek-Victor	Procedures and techniques for reporting to the public are outstanding. Essential information is visible and without educational jargon.

DISTRICT	PIECE OF REALITY
Weld RE-1, Gilcrest	The students in this district are a visible and key part of the process. The professional staff and board listen to and hear their concerns and suggestions. A district level Views of Youth Conference was sponsored by the board, the local accountability committee and staff in January, 1978. The information from the conference will be used in the review of the educational plan and programs of the district.

PUPIL PERFORMANCE

Amidst the clamor over declining skills in our nation's schools, the question has been raised: How are Colorado students doing? The answer is: "Quite well!" There is still room for improvement, but in general Colorado students score above national averages and are doing well.[1]

Colorado is a large and diverse state. This diversity is reflected in the variety of educational programs and the variety of assessment programs found in the schools. Each school district and each school seeks to help every student achieve competency in academic skills. Colorado school districts report mostly favorable test scores in reading and mathematics.

Using grade level median test scores, [2] the majority of school districts report that basic skills achievement remains stable or rising and is at or above national norms.[3] Overall, 81 % of the district reports show median test scores at or above the national average (Figure 4).

In addition, 62% of the district reports show rising or stable test scores in recent years (Figure 5). Only 14% of the reports show declining scores.

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[1] This section is the summary of the CDE report Pupil Progress in Colorado: A Report on Student Achievement of Basic Skills, Accreditation & Accountability Services Unit, 1978.

[2] A median is the middle score in a group of scores. Thus a school district median means that half of the students tested in the district scored below that point and half scored higher than that score.

[3] A normed test is a test with results from a comparison group (normative group). Generally the norm group is a sample representative of the nation's students, but the norms may also be broken down by region, sex, type of community (urban-rural), etc. The norm allows one to compare an individual's score with the scores from the representative sample. A national norm, therefore, is sort of a national average score. This report compares whether a district's average student scores higher than the average student across the nation.

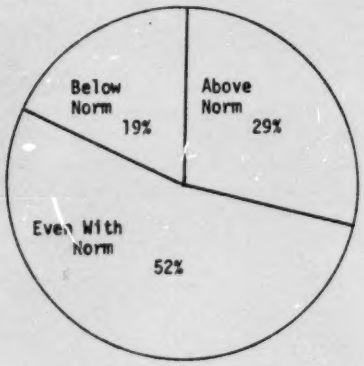


Figure 4

Percent of District Test Reports Showing Median Math and Reading Scrores on National Norms as Above or Below Norm

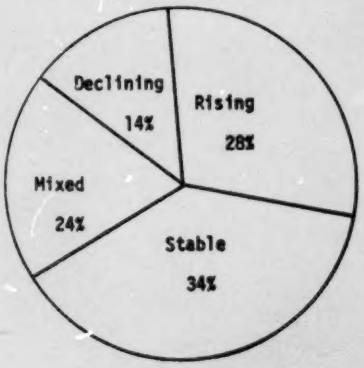


Figure 5

Percent of District Test Reports Showing Median Math and Reading Scores as Rising or Declining

A look just at the larger districts, where 75% of the students are enrolled, shows even more positive results. One-half of the larger district reports show median scores above norm while only one-fourth of the smaller district reports show scores above national norms.

College entrance test scores also show Colorado in a favorable light. College entrance examination results show that Colorado high school seniors in 1976-77 scored higher than seniors nationally. Also, college entrance exam scores in Colorado have been mostly stable or rising the past few years in contrast to the national reports of declining test scores. Concerns over students' writing ability and need for remedial work are being addressed in both secondary and college programs.

In general, school district reports show that when progress is made in implementing the planning/accountability process, good results follow. The process may be summarized as follows: the community is involved in educational improvement. Priorities for improvement are set, and for most districts in 1976-77 this included a priority for improvements in the basic skills of computation and communication. Programs are implemented and generally goals are reached and student achievement is positive. Effective reporting can disclose what has happened and what is planned next.

IN WHAT WAYS HAS THE COLORADO DEPARTMENT OF EDUCATION AND THE STATE ACCOUNTABILITY ADVISORY COMMITTEE ASSISTED SCHOOL DISTRICTS IN IMPLEMENTING THE ACCOUNTABILITY LAW?

A short listing of the major efforts by the Department to assist local districts include:

* Sponsored conferences, workshops and college courses on planning and accountability: emphasis was on the reporting portion of the process and program evaluation;
* Sponsored the annual local accountability chairmen's conference;
* Conducted on-site consultations with committees, superintendents, boards, and staff in all 181 school districts;
* Carried out the accreditation by contract process for school improvement in 56 school districts;
* Assisted 75 school districts through the standard accreditation process with the identification of program improvement needs;
* Recommended to the State Board of Education five Institutional Goals for State Agencies and Professional groups;
* Initiated and published a newsletter for local committees to encourage the dissemination of information and "promising practices" on the planning/accountability process;
* Maintained and expanded the accountability resource center (printed materials and examples from local districts) and identified resource persons.

GLOSSARY OF TERMS

CRITERION REFERENCED TESTS:	Tests in which the items are specifically designed around a district's student outcomes/objectives. A purpose of this type of test is to provide districts with information on how well their student outcomes/objectives are being achieved.
EDUCATIONAL PROGRAMS:	Written procedures and activities designed by districts to achieve priorities and objectives over a period of time. The parts of a program include, but are not limited to, instructional and support activities, methods of instruction, staffing patterns, resources, and the use of curriculum and other variables as may be applicable.
MONITOR:	To watch, observe or check for a special purpose.
PLANNING/ACCOUNTABILITY PROCESS:	A continuing series of actions used by a district and its citizens to develop a plan for improving educational programs. The actions include looking at needs, setting priorities, designing programs, allocating resources for the programs, and reporting program results to the public.
PRIORITIES:	Those select areas or activities a district identifies from a number of needs as being most critical for program/school improvement. To set a priority suggests that a district agrees to concentrate time, resources, and effort for the attainment of the priority over a period of time.
PUPIL PERFORMANCE:	Information describing what students have accomplished in a district's educational program. It can also be information describing the strengths and weaknesses of students in selected areas of learning (i.e., reading, computation, writing).
STAFF/PROGRAM OBJECTIVES:	Statements describing the major purposes of programs.
STUDENT OUTCOMES/OBJECTIVES:	Statements describing the types of skills and general kinds of information a district and its citizens believe students should gain as they move through the district's educational program.
SYSTEMATIC PROGRAM EVALUATION PLAN:	An orderly and regular testing/monitoring schedule designed and used by districts for assessing programs, identifying program strengths and weaknesses, and making needed program changes.

A P P E N D I C E S

APPENDIX A

PROGRESS CHART OF THE DISTRICTS

On the following pages is a chart showing the accountability status of each Colorado school district.

The first section indicates whether or not a district has carried out certain accountability activities in compliance with the law. A square dot indicates the district was in compliance.

The next section indicates the district's report on how it was doing in the development of the following eight steps in the planning/accountability process:

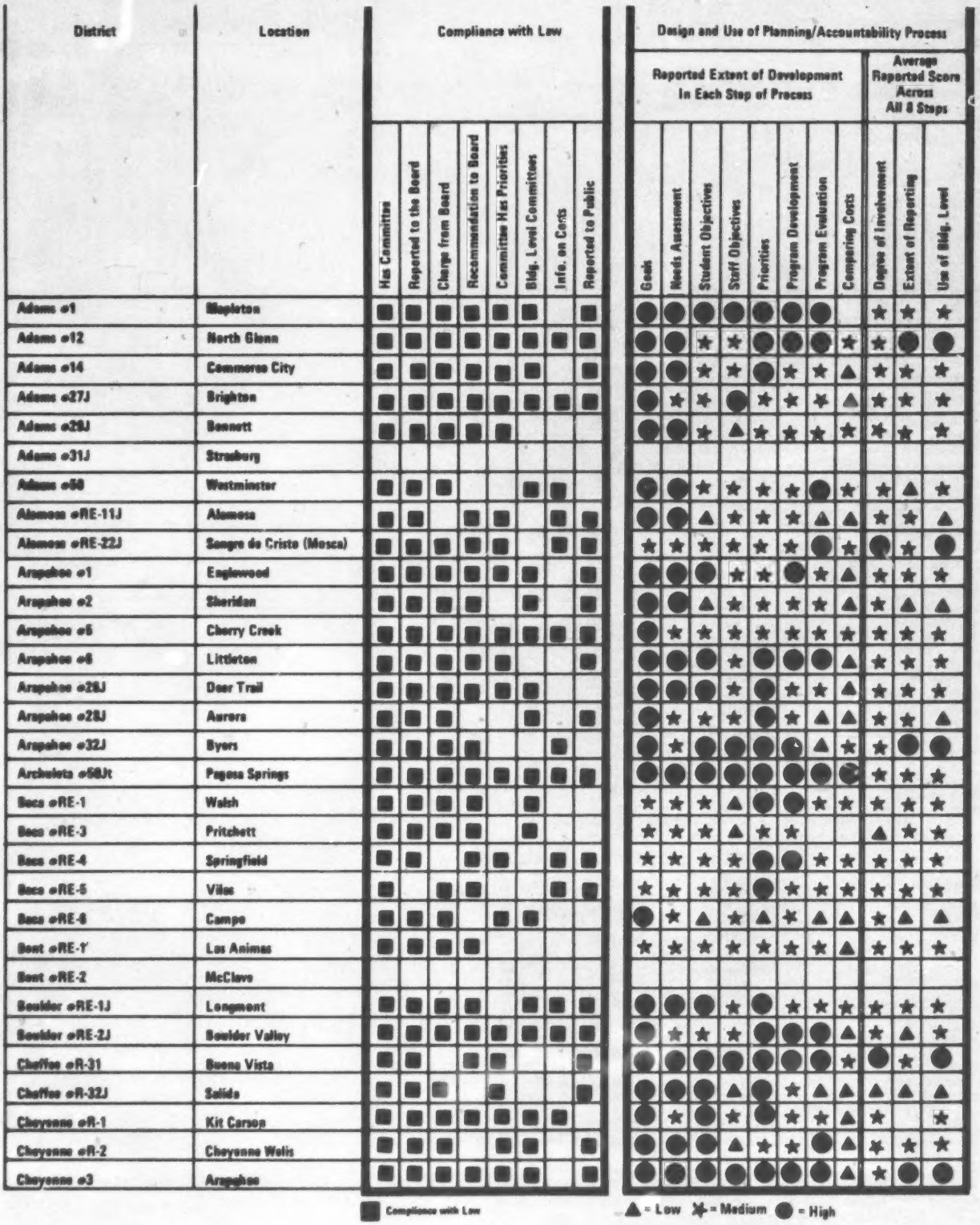
1) Goal development
2) Needs assessment
3) Development of student objectives
4) Development of staff objectives
5) Designation of priorities or target areas for improvement
6) Program development and implementation
7) Program evaluation
8) Comparing cost and relative value of programs

The final section averages the districts' reports on each of the above eight steps for three key elements asked about in the annual report:

1) The degree of school-community involvement in the accountability steps;
2) The extent to which information on each step has been reported; and
3) The degree to which the accountability process has been developed at the building level (as opposed to just at the district level).

A three-step scale is used to indicate the district's degree of progress in its design and use of the planning/accountability process. The scale is as follows: a circle represents high development; a star represents medium development; a triangle represents low development. For example, if a district stated that most of the eight steps above (goal development, program evaluation, etc.) had been extensively reported to their school and community then the chart would show a heavy dot in the cell under "Extent of Reporting" to show high progress.

PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY



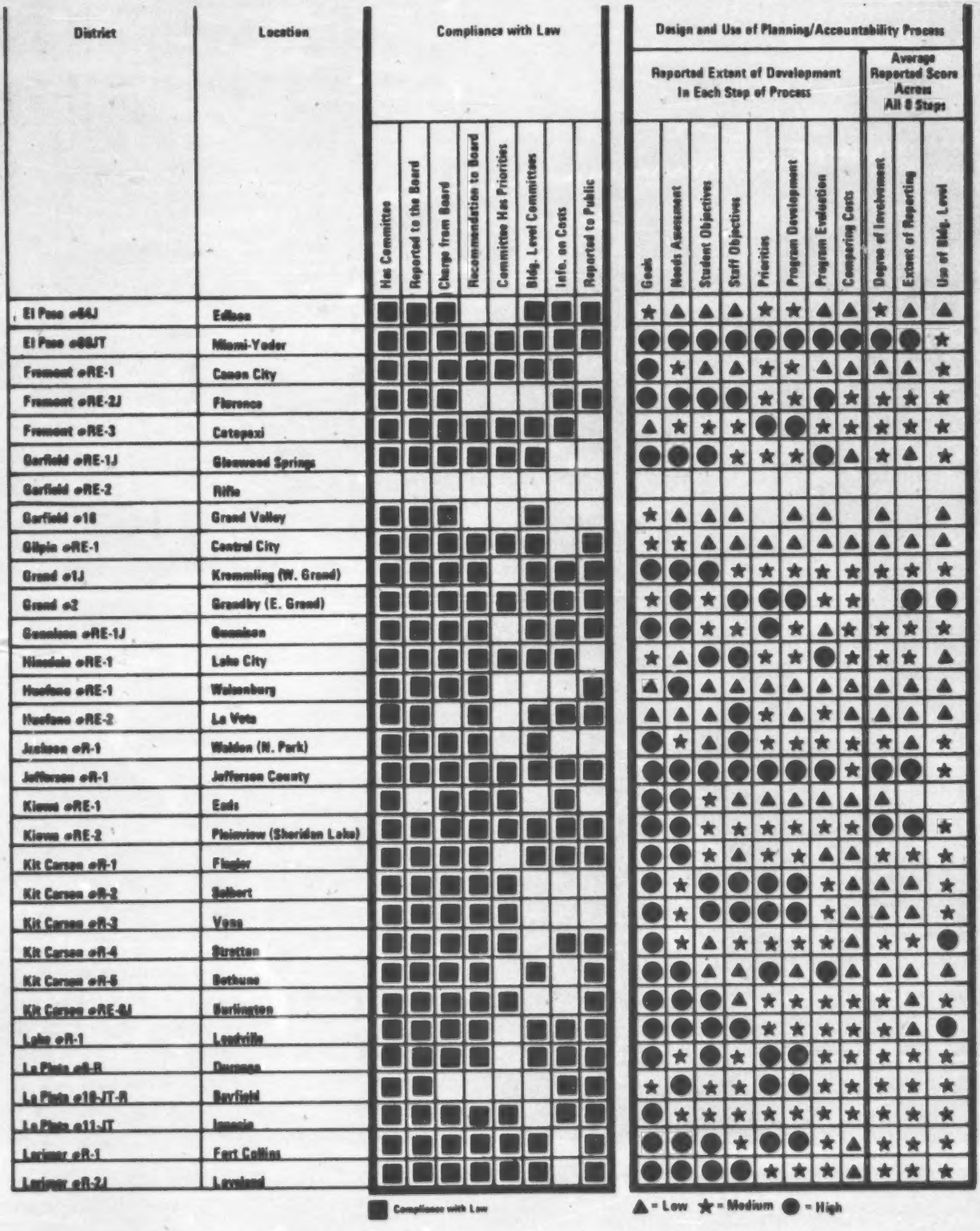
PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY

District	Location	Compliance with Law								Design and Use of Planning/Accountability Process										
										Reported Extent of Development In Each Step of Process								Average Reported Score Across All 8 Steps		
		Has Committee	Reported to the Board	Charge from Board	Recommendation to Board	Committee Has Priorities	Bldg. Level Committees	Info. on Costs	Reported to Public	Goals	Needs Assessment	Student Objectives	Staff Objectives	Priorities	Program Development	Program Evaluation	Comparing Costs	Degree of Involvement	Extent of Reporting	Use of Bldg. Level
Clear Creek #RE-1	Idaho Springs	■	■		■		■	■	■	●	★	★	★	★	●	●	●	★	★	★
Conejos #RE-1J	La Jara	■	■	■						▲	▲	▲	★	★	★	★	★	▲	▲	★
Conejos #6J	Sanford	■	■	■	■		■	■	■	●	●	▲	★	▲	▲	★	★	★	★	▲
Conejos #RE-10	Antonito	■	■	■	■	■		■	■	●	●	●	★	●	★	●	★	★	★	★
Costilla #R-1	San Luis (Centennial)	■	■	■	■	■	■			●	●	★	▲	●	●	●	▲	★	★	★
Costilla #R-30	Blanca (Sierra Grande)																			
Crowley #RE-1J	Ordway	■	■	■	■	■			■	★	▲	▲	▲	●	▲	★	●	▲	▲	★
Custer #C-1	Westcliffe	■	■	■	■		■		■	●	▲	▲	●	★	★	★	★	★	★	★
Delta #50J	Delta	■	■	■	■	■	■		■	★	★	★	★		★	★	▲	▲	▲	★
Denver #1	Denver	■		■			■	■		●	●	★	★	●	★	●	★	★	★	★
Dolores #RE-1	Dove Creek	■	■	■	■	■			■	●	★	★	●	●	●	▲	▲	★	★	★
Douglas #RE-1J	Castle Rock	■	■	■	■					●	★	★	★	★	★	★	▲	▲	★	★
Eagle #RE-50J	Eagle	■	■	■	■	■	■	■	■	★	●	●	●	●	★	★	★	●	●	●
Elbert #C-1	Elizabeth	■	■	■			■		■	●	●	●	★	★	★	▲	▲	★	★	★
Elbert #C-2	Kiowa	■			■		■		■	▲	★	▲	▲	▲	▲	▲	▲	▲	▲	▲
Elbert #198J	Simla (Big Sandy)	■	■		■	■			■	●	●	★	★	●	★	★	★	★	★	★
Elbert #200	Elbert	■	■	■					■	★	●	▲	★	●	●	▲	▲	★	★	★
Elbert #300	Agate	■	■		■	■	■	■	■	★	●	★	★	★	●	●	●	●	●	★
El Paso #RJ-1	Calhan	■	■	■	■		■	■	■	●	★	▲	★	★	▲	▲	▲	▲	▲	▲
El Paso #2	Harrison	■	■	■	■	■				●	★	★	★	★	★	★	▲	★	★	●
El Paso #3	Widefield	■	■	■	■	■		■	■	●	●	●	★	★	●	★	★	●	●	★
El Paso #8	Fountain	■	■	■	■	■	■	■	■	●	★	●	▲	★	★	★	★	★	★	★
El Paso #11	Colorado Springs	■	■	■	■	■	■	■	■	●	★	★	●	●	●	●	★	★	★	★
El Paso #12	Cheyenne Mountain	■	■	■	■	■	■	■	■	●	●	●	★	●	●	●	★	●	●	●
El Paso #14	Manitou Springs	■	■	■	■	■	■		■	●	●	●	●	●	●	●	▲	●	★	★
El Paso #20	Academy	■	■	■	■	■	■	■	■	●	★	●	●	●	●	▲	▲	★	★	★
El Paso #22	Ellicott	■	■	■	■		■	■	■	●	●	●	●	●	●	●	●	★	★	●
El Paso #23JT	Peyton	■	■	■	■	■	■		■	●	★	●	★	●	●	★	★	●	★	★
El Paso #28	Hanover																			
El Paso #38	Lewis-Palmer	■	■	■	■	■		■	■	●	●	★	★	●	●	★	★	★	★	★
El Paso #49	Falcon	■	■	■	■	■			■	▲	●	▲	★	▲	▲	▲	▲	▲	▲	▲

■ Compliance with Law

▲ = Low ★ = Medium ● = High

PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY



PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY

District	Location	Compliance with Law								Design and Use of Planning/Accountability Process										
										Reported Extent of Development In Each Step of Process								Average Reported Score Across All 8 Steps		
		Has Committee	Reported to the Board	Charge from Board	Recommendation to Board	Committee Has Priorities	Bldg. Level Committees	Info. on Costs	Reported to Public	Goals	Needs Assessment	Student Objectives	Staff Objectives	Priorities	Program Development	Program Evaluation	Comparing Costs	Degree of Involvement	Extent of Reporting	Use of Bldg. Level
Larimer #R-3	Estes Park																			
Las Animas #1	Trinidad	■	■		■		■		■	●	●	▲	★	▲	▲	▲	★	▲	★	★
Las Animas #2	Weston (Primero)	■	■	■	■	■		■		●	★	★	●	★	●	▲	▲	★	★	★
Las Animas #3	Hoehne	■	■			■	■	■	■	●	●	●	●	●	●	●	●	●	●	●
Las Animas #6	Aguilar	■		■		■	■			●	●	●	★	★	★	▲	▲	▲	▲	★
Las Animas #82	Branson	■	■	■	■	■	■	■	■	●	●	●	●	●	★	●	●	★	★	★
Las Animas #88	Kim	■	■	■	■	■			■	★	★	▲	▲	★	★	▲	▲	★	▲	▲
Lincoln #RE-1	Hugo	■	■			■			■	★	★	●	●	★	●	★	▲	★	★	★
Lincoln #RE-4J	Limon	■	■		■	■	■	■	■	●	★	●	●	★	●	★	●	★	★	●
Lincoln #RE-13	Genoa	■	■	■	■	■	■		■	●	★	▲	▲	●	★	▲	▲	▲	▲	★
Lincoln #RE-23	Karval	■					■			●	●	★	★	●	★	★	▲	★	★	★
Lincoln #RE-31	Arriba	■	■		■				■	●	●	●	●	●	★	★	★	★	★	
Logan #RE-1	Sterling	■	■	■	■	■		■	■	●	●	●	●	●	●	●		★	●	●
Logan #RE-3	Fleming	■	■	■	■		■			★	★	★	★	★	▲	▲	▲	★	▲	★
Logan #RE-4J	Merino	■	■	■	■	■		■	■	★	★	▲	★	★	▲	▲	●	★	★	★
Logan #RE-5	Peetz (Plateau)	■	■	■	■		■	■	■	★	★	●	●	●	★	★	★	★	★	★
Mesa #49-JT	De Beque																			
Mesa #50	Collbran (Plateau Val.)	■					■			★	★	▲	●	★	★	▲	▲	★	★	★
Mesa #51	Grand Junction	■					■			●	★	★	▲	★	★	★	▲	★	★	★
Mineral #1	Creede	■	■	■		■	■		■	●	●	●	★	●	★	▲	▲	★	★	▲
Moffat #RE-1	Craig	■	■	■	■	■			■	★	●	★	★	★	★	★	▲	★	★	★
Montezuma #RE-1	Montezuma-Cortez	■	■	■	■		■	■		●	●	●	★	●	★	●	★	★	★	●
Montezuma #RE-4A	Dolores	■	■				■		■	●	●	●	●	●	●	●	★	★	★	★
Montezuma #RE-5	Mancos	■	■		■			■		●	▲	●	▲	▲	▲	▲	▲	▲	▲	▲
Montrose #RE-1J	Montrose	■	■	■	■			■	■	★	●	★	★	▲	★	★	▲	★	★	★
Montrose #RE-2	Naturita	■	■		■	■		■	■	★	★	★	★	★	▲			▲	▲	▲
Morgan #RE-2J	Brush	■	■		■	■	■	■	■	●	●	●	●	★	●	★	▲	★	★	★
Morgan #RE-3	Fort Morgan	■	■	■	■	■	■		■	●	●	●	●	●	●	●	●	★	★	●
Morgan #RE-20J	Weldona	■	■	■	■	■	■	■	■	●	▲	▲	●	★	★	★	▲	★	★	●
Morgan #RE-50J	Wiggins	■	■	■	■		■		■	★	★	▲	★		★	★	▲	▲	▲	▲
Otero #R-1	La Junta	■	■	■	■	■	■		■	★	★	▲	★	★	●	★	▲	★	★	★

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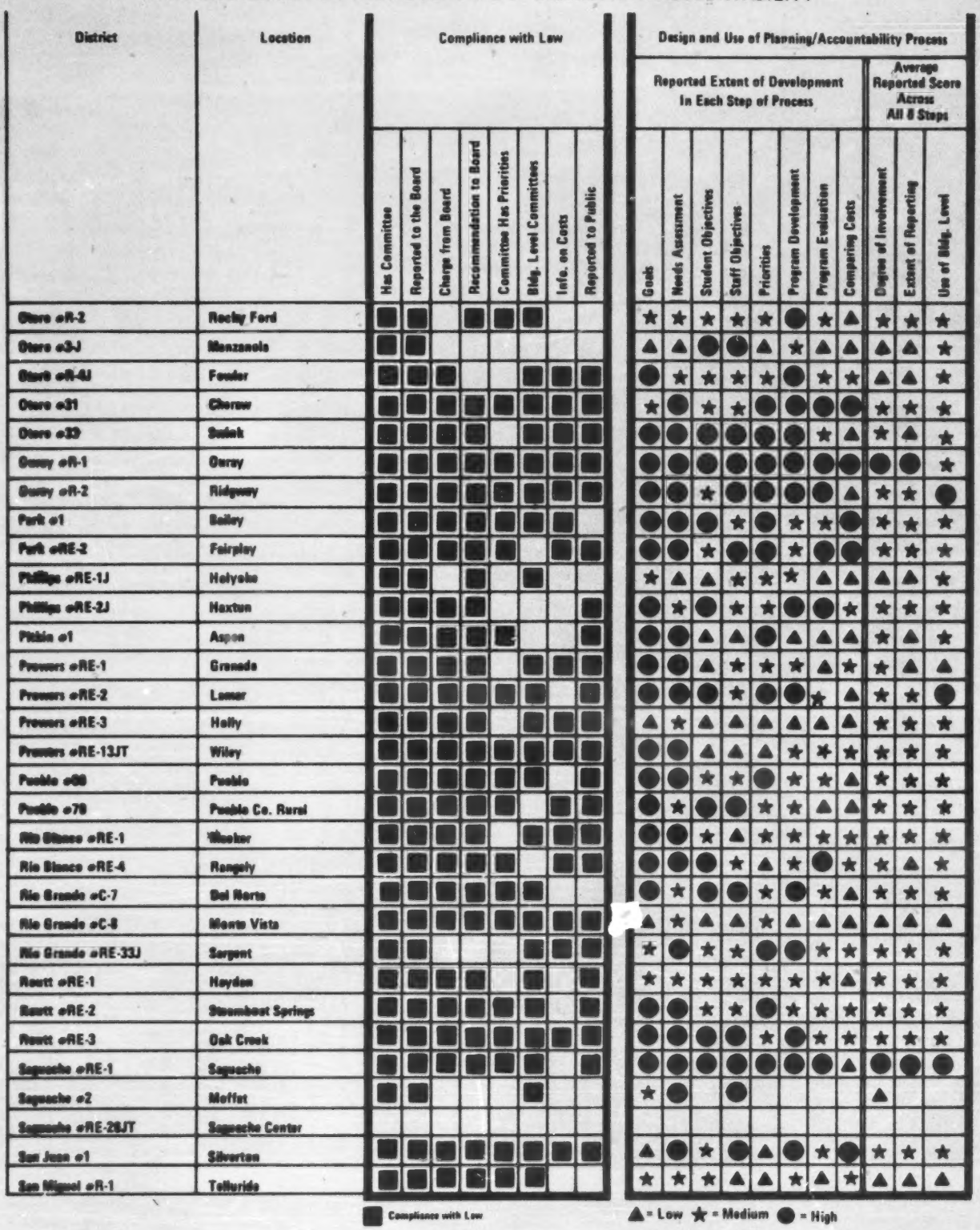
PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY



PROCESS REPORT ON THE MOVEMENTS OF DISTRICTS IN ACCOUNTABILITY

District	Location	Compliance with Law								Design and Use of Planning/Accountability Process										
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San Miguel #R-2J	Norwood	■	■	■	■		■	■	■	★	●		★	★	★	▲	▲	★	★	★
San Miguel #10	Egnar	■	■		■		■			●	●	●	●	●	●	★	▲	▲	▲	★
Sedgwick #RE-1	Julesburg	■	■	■	■	■		■	■	▲	★	▲	●	★	▲	★	★	★	▲	★
Sedgwick #RE-3	Ovid	■	■	■	■		■		■	●	●	▲	▲	●	★	▲	▲	★	★	▲
Summit #RE-1	Frisco	■	■	■	■	■	■		■	●	●	★	★	●	▲	★	▲	★	★	★
Teller #RE-1	Cripple Creek-Victor	■	■	■	■	■	■	■	■	●	●	◕	●	●	●	●	★	★	●	●
Teller #RE-2	Woodland Park	■	■	■	■					●	●	★	★	●	▲	★	▲	★	▲	★
Washington #R-1	Akron	■	■				■	■		●	●	★	●	▲	●	●	★	★	▲	★
Washington #R-2	Arickaree	■	■	■	■		■	■		▲	▲	▲	▲	▲	▲	★	★	▲	▲	▲
Washington #R-3	Otis	■	■	■	■					▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Washington #101	Lone Star	■	■	■	■	■	■		■	●	★	★	★	★	★	★	▲	★	★	★
Washington #R-104	Woodrow	■	■	■			■		■	★	★	★	★	▲	▲	★	▲	▲	★	
Weld #RE-1	Gilcrest	■	■	■	■	■		■	■	●	●	●	●	●	●	●	●	●	★	★
Weld #RE-2	Eaton	■	■	■	■	■			■	●	●	●	●	●	★	●	▲	★	★	★
Weld #RE-3J	Keenesburg	■	■	■	■		■	■	■	●	●	▲	▲	●	●	●	●	●	●	●
Weld #RE-4	Windsor	■	■	■	■			■	■	●	●	★	▲	★	★	★	▲	★	★	★
Weld #RE-5J	Johnstown	■	■	■	■	■			■	●	★	●	●	★	●	●	▲	★	★	★
Weld #6	Greeley	■	■	■	■	■	■	■	■	★	●	●	★	●	●	●	★	●	★	★
Weld #RE-7	Kersey	■	■	■		■	■		■	●	●	●	●	●	●	●	★	●	★	★
Weld #RE-8	Fort Lupton	■	■	■				■		★	★	★	★	●	★	▲	▲	★	★	★
Weld #RE-9	Ault-Highland	■	■	■		■	■		■											
Weld #RE-10J	Briggsdale	■	■	■		■	■		■	▲	★	★	★	●	★	★	★	★	★	★
Weld #RE-11J	New Raymer	■	■	■	■				■	★	★	★	▲	★	★	★	▲	★	★	★
Weld #RE-12	Grover	■	■	■	■		■	■	■	●	★	●	★	★	●	★	★	★	▲	★
Yuma #RJ-1	Yuma	■	■	■	■	■			■	●	●	●	★	●	★	●	▲	★	★	★
Yuma #RJ-2	Wray	■	■	■	■		■	■	■	●	★	★	★	★	★	★	★	★	★	★

■ Compliance with Law

▲ = Low ★ = Medium ● = High

APPENDIX B

Form CDE 136 Rev. 1/77

(For Department use)
I.D. [ ][ ][ ][ ]
1 2 3 4

COLORADO DEPARTMENT OF EDUCATION
ANNUAL DISTRICT REPORT ON EDUCATIONAL ACCOUNTABILITY
JUNE 1977

District No. _____ County _____

Date _____

For each item in this report where there is not enough room to provide your answer, please use another sheet of paper and refer to the item number. This report is due at the Department of Education on or before June 15. An extension in reporting date may be applied for if necessary.

Contract Accreditation Districts note: If any items in Part I or Part II are already answered in your contract or in an annual update to the contract, then simply refer to the contract. Please attach a copy, if possible, of your most recent contract update.

I. INFORMATION REQUIRED BY LAW

SECTION A: LOCAL ACCOUNTABILITY COMMITTEE (CRS 22-7-104) (Rule 3.0)

1. Current makeup of the local accountability committee.

   Indicate the number of persons appointed in each category. Do not count a person for more than one category. A taxpayer in terms of the Educational Accountability Law is a citizen who does not have children in the public schools.

Parent	Taxpayer	Student	Teacher	School Administrator	Other	Total Membership

2. How many times did the local accountability committee make reports to the local board during 1975-76? _____

3. Attach a copy of the current official charge from the district board of education to the district accountability committee.(Please indicate date on which charge was issued by the board.)

4. Attach a list of recommendations pertaining to educational programs made by the local accountability committee to the local board during 1976-77 or which are still current from previous years. For each recommendation indicate what action was taken by the Board as follows:

   Pending - not considered yet
   Implemented - already adopted or scheduled for adoption
   Modified - changed and then accepted
   In process - currently being implemented
   Postponed - issue and action put off until later
   Rejected - recommendation not accepted

5. Attach a list of the priority activities the district accountability committee has established for itself for 1977-78.

6.a. How many individual schools do you have in your district? _____

b. How many of your schools have accountability committees or citizen advisory councils or the equivalent that are involved in the planning process at the building level? _____

SECTION B: PROGRESS IN ACCOUNTABILITY (CRS 22-7-102, 103) (Rule 2.0 and 4.0)

7. If your district goals have been revised or updated during 1976-77, please include a current listing of your goals.

8. Has the district attempted to aid the school patrons in determining the relative value of the district's school program as compared to its cost? Yes ___ No ___

9. Did the school board report to district residents in 1976-77 on progress of the district's accountability plan? Yes ___ No ___

10. On the chart below, please indicate <u>your</u> estimate of your own district's progress in accountability. This is not in comparison with other districts, but your assessment of how you are doing. Eight steps in the accountability process are listed. For each we would like your assessment of your degree of:

Development - how far along are you in this step? To what degree has this step in the accountability process been developed in your district?

School-community involvement - to what degree were the school staff, parents and community involved in this step?

Dissemination/reporting - to what degree has information about this step been communicated to the entire school-community?

Use of process at the building level - to what degree, generalizing over all your schools, has this step in the accountability process been developed at the building level?

PROGRESS IN ACCOUNTABILITY

STEP IN PROCESS	DEVELOPMENT OF PROCESS			DEGREE OF SCHOOL-COMMUNITY INVOLVEMENT			EXTENT OF DISSEMINATION AND REPORTING			USE OF PROCESS AT BUILDING LEVEL		
	Just beginning	Part way there	Mostly done	Low	Medium	High	Very Little	Some	Very Much	Very Little	Some	Very Much
GOALS DEVELOPMENT	1	2	3	1	2	3	1	2	3	1	2	3
NEEDS ASSESSMENT	1	2	3	1	2	3	1	2	3	1	2	3
STUDENT OBJECTIVES	1	2	3	1	2	3	1	2	3	1	2	3
STAFF OBJECTIVES	1	2	3	1	2	3	1	2	3	1	2	3
CURRENT PRIORITIES (Target Areas)	1	2	3	1	2	3	1	2	3	1	2	3
PROGRAM DEVELOPMENT & IMPLEMENTATION	1	2	3	1	2	3	1	2	3	1	2	3
PROGRAM EVALUATION	1	2	3	1	2	3	1	2	3	1	2	3
COMPARING COST & RELATIVE VALUE OF PROGRAMS	1	2	3	1	2	3	1	2	3	1	2	3

11. The Educational Accountability Act reads, in part:

> The State Board of Education shall ... determine the extent to which local school districts accomplish their performance objectives ... and shall (report) to the General Assembly ... the progress of local school districts toward the achievement of their respective goals and objectives.

a. List the subject or program areas in which districtwide student outcome objectives have been written.

b. For each program area in which districtwide student outcome objectives have been written, please provide a brief summary of the extent to which your students are achieving these objectives. Summaries of test results may be used.

II. OPEN-ENDED INFORMATION

The information reported in this section will be of particular use for planning in CDE and for sharing of good ideas with other districts. If the information is not applicable to your district, so indicate. This information is not required by law. Please provide your answers on another sheet of paper or attachments and refer to the item numbers below.

12. PLEASE ATTACH SAMPLES OF DISTRICTWIDE STUDENT OUTCOME OBJECTIVES OR STAFF OBJECTIVES THAT HAVE BEEN COMPLETED AND CAN BE SHARED WITH OTHERS.

13. The data collected in this report is the Department's major source of information regarding educational needs and priorities as determined by the districts.

a. Please list the major educational needs as seen currently by your district.

b. Please list those current priorities for school improvement that have been established by your board of education.

14. PLEASE SEND US A COPY OF ANY RECENT NEEDS ASSESSMENT REPORTS THAT YOU CAN SHARE.

15. We need your help in illustrating the kind of program improvements that can occur as outcomes of the accountability process of planning and decision making.

a. List those program improvements or program strengths which have occurred in your district as a result of the planning process over the past year or two.

b. Describe briefly or attach any evidence that you may have that, as a result of these program improvements, there has been improvement in pupil performance.

16. Describe those presentations of program cost information that you feel were effecgive in helping the public to determine the relative value of the district's school programs as compared to the cost.

17. Describe briefly the approaches or techniques used by the district to provide information to the public about the progress of the district's accountability plan. PLEASE SHARE WITH US A COPY OF YOUR ANNUAL ACCOUNTABILITY REPORT TO THE COMMUNITY IF YOU HAVE ONE.

18. Please share with us any additional information regarding your accountability process that you think might be of interest to other districts.

III. SUPPLEMENTARY INFORMATION

19. What assistance can the Colorado Department of Education provide to the district in its accountability process?

_____

_____

_____

_____
President, Board of Education

_____
Superintendent

_____
Chairman, Local Accountability Committee

Mailing address for chairman:

_____

_____

_____

When will a new chairman be selected?

_____

(Please forward to the Department the name and address of new chairmen when selected).

APPENDIX C

PROFILE OF LARGER DISTRICT

NORTHGLENN-THORNTON SCHOOL DISTRICT, ADAMS #12 - SUMMARY OF INFORMATION IN DISTRICT'S REPORT
SELF-ASSESSMENT OF PROGRESS IN ACCOUNTABILITY

STEP IN PROCESS	DEVELOPMENT OF PROCESS			DEGREE OF SCHOOL-COMMUNITY INVOLVEMENT (2.6)			EXTENT OF DISSEMINATION AND REPORTING (2.9)			USE OF PROCESS AT BUILDING LEVEL (2.8)		
	Just beginning	Part way there	Mostly done	Low	Medium	High	Very little	Some	Very much	Very little	Some	Very much
GOALS DEVELOPMENT	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
NEEDS ASSESSMENT	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
STUDENT OBJECTIVES	1	(2)	3	1	(2)	3	1	2	(3)	1	2	(3)
STAFF OBJECTIVES	1	(2)	3	1	(2)	3	1	2	(3)	1	(2)	3
CURRENT PRIORITIES (Target Areas)	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
PROGRAM DEVELOPMENT & IMPLEMENTATION	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
PROGRAM EVALUATION	1	2	(3)	1	2	(3)	1	2	(3)	1	2	(3)
COMPARING COST & RELATIVE VALUE OF PROGRAMS	1	(2)	3	1	(2)	3	1	(2)	3	1	(2)	3

Code for Chart

Development of Process:	Remaining three areas are averaged as follows:
1 = Low	1 = 1.0 - 1.6
2 = Medium	2 = 1.7 - 2.6
3 = High	3 = 2.7 - 3.0

Unit Rating of District

Key process elements averaged are:
* Current priorities
* Program development/implementation
* Program evaluation plan
* Use of process building level

Rating as follows:
1 = No progress
2 = Beginning to develop process (1.0-1.4)
3 = Showing satisfactory growth (1.5-2.0)
4 = Process well-defined and used (2.1-2.7)
5 = Exemplary development and use (2.8-3.0)

SUMMARY OF DISTRICT REPORT	ACCREDITATION & ACCOUNTABILITY UNIT PERCEPTION AND COMMENTS	Rating 5

I. DEVELOPMENT AND USE OF PLANNING/ACCOUNTABILITY PROCESS

The district reported as follows:

1. Much progress in
   a) Goals development
   b) Needs assessment
   c) Setting current priorities
   d) Program development/implementation
   e) Program evaluation
2. A need for further work in
   a) Student and staff objectives
   b) Comparing costs and relative value of programs

The report indicated medium-high progress in the degree of school-community involvement.

The district reported exemplary progress in:

1. The reporting portion of the planning/accountability process
2. The use of the process at the building level.

I. DEVELOPMENT AND USE OF PLANNING/ACCOUNTABILITY PROCESS

We are in agreement with the district's self-assessment.

This district continues to be one of the leadership districts in the development and use of the planning/accountability process.

It is outstanding in the area of planning. A management by objectives plan has been developed and is used at all levels in the district. The broad areas of the plan contain objectives for these groups:

* The board of education
* The superintendent
* The various divisions (central staff)
* The building level (principal and staff)

The Northglenn-Thornton School District is an Accreditation by Contract district.

II. BOARD PRIORITIES FOR 1977-78

The report contained three groupings of board priorities as follows:

In process:

1. Implement a sequential articulated health education program
2. Study effectiveness of reporting pupil progress to parents
3. Study special services programs to determine need for expansion
4. Expand exploratory course offerings in junior high.

II. BOARD PRIORITIES FOR 1977-78

The priorities are based on information from the professional staff and the accountability committee.

The personal commitment to the priorities set for the district is very strong. The district does need additional work in coordinating the priorities at the building level.

SUMMARY OF DISTRICT REPORT	ACCREDITATION & ACCOUNTABILITY UNIT PERCEPTION AND COMMENTS
II. BOARD PRIORITIES 1977-78 (Continued) In process from previous years: 1. Develop and offer a program for gifted/talented 2. Study the district's English program to identify strengths and areas needing improvement 3. Develop and infuse career education concepts into appropriate subject areas 4. Expand alternative learning programs in junior/senior high schools. Pending: 1. Counseling services at the elementary level 2. A recommendation in reference to minimum computative skills proficiency in math with appropriate remedial action.	II. BOARD PRIORITIES 1977-78 (Continued) The development and implemenetation of the district's program for gifted and talented will be completed by the end of the school year 1977-78.
III. PROGRAM STRENGTHS WHICH HAVE OCCURRED AS A RESULT OF THE PLANNING PROCESS The eight areas for program improvement in the district's Accreditation Plan were: 1. Improvements in reading (K-12) 2. Instructional Objectives update and revision in all grades 3. Management by Objectives and Instructional Master Plan 4. Program of testing and evaluation based on specific objectives and diagnosis of individual strengths and weaknesses 5. Inservice and professional growth programs 6. Securing additional classroom space and eliminating use of split sessions 7. Extended day schedules and non-standard classrooms 8. Reduction in the rate of student dropout.	III. PROGRAM STRENGTHS WHICH HAVE OCCURRED AS A RESULT OF THE PLANNING PROCESS The Unit is in agreement with the district's perception of its program strengths. The district has also revised its total curriculum through the planning/accountability process. The process is very much a part of the curriculum structure. The courses of study are now coordinated and sequential. Key learning outcomes are carried through from K-12 with appropriate activities for the grade levels.

SUMMARY OF DISTRICT REPORT	ACCREDITATION & ACCOUNTABILITY UNIT PERCEPTION AND COMMENTS
III. PROGRAM STRENGTHS WHICH HAVE OCCURRED AS A RESULT OF THE PLANNING PROCESS (Continued) Program improvements were listed as follows: * The eight areas have improved beyond the goals set in the contract (Accreditation Plan) * The establishment of Westlake Alternative Center which has reduced dropout rate for secondary students by personalized team efforts and small classrooms * District programs that the Colorado Department of Education rated 'impressive' were: 1. Improved reading programs, including the honors program in elementary schools 2. The mathematics laboratory at Pecos Junior High School 3. The specialized testing programs and the districtwide management by objectives approach. The district used the Colorado Department of Education's Monitoring Team's report to the district (March 1977) to validate the areas of program improvement.	
IV. IMPROVEMENT OF PUPIL PERFORMANCE RESULTING FROM THE PROGRAM IMPROVEMENTS 1. Pupil Performance Information: The district reported: Reading scores are about national norms and mathematics computation results have shown a significant improvement in 6th grade. A yearly report on CTBS results has been submitted to the Colorado Department of Education.	IV. IMPROVEMENT OF PUPIL PERFORMANCE RESULTING FROM THE PROGRAM IMPROVEMENTS 1. Pupil Performance Information: We feel comfortable with the initial information the district included in the report. Additional information will be collected as it becomes available.

SUMMARY OF DISTRICT REPORT	ACCREDITATION & ACCOUNTABILITY UNIT PERCEPTION AND COMMENTS
IV. IMPROVEMENT OF PUPIL PERFORMANCE RESULTING FROM THE PROGRAM IMPROVEMENTS (Continued) In reference to the student outcome objectives, the district reported as follows: Based on last year's results, students mastered approximately 60% of the objectives in math and reading. The 1977 results will not be available until August. Instructional objectives are measured by district-developed Criterion Referenced Tests. 2. Overall Evaluation Plan: In its self-assessment of progress in accountability the district indicated much progress in the design and use of an overall evaluation plan. The district is developing Criterion Referenced Tests for measuring the mastery of student outcomes. Information from the tests is used to monitor and modify programs.	2. Overall Evaluation Plan: The district has and uses an overall evaluation plan for program evaluation.
V. EFFECTIVENESS OF THE COMMITTEE The district committee is one of the largest in the state (57). Each building (27) has a parent advisory council. Each building has at least one citizen from the building council on the district committee.	V. EFFECTIVENESS OF THE COMMITTEE This district's accountability committee is one of the most effective in the state. The talents and expertise of its members, especially parent-citizen members, has been used at state meetings and workshops.

SUMMARY OF DISTRICT REPORT

V. EFFECTIVENESS OF THE COMMITTEE (Continued)

The committee has a charge from the board and reports monthly to the Board of Education. Recommendations are presented to the board for its consideration. Examples are as follows:

* A plan should be developed to implement a comprehensive reading program at the senior high which is based on individual student needs (in process).
* That an attempt be made to provide more information to parents and students about what is expected of a child in the reading program as he moves from grade to grade. (Implemented)

The chairman of the district committee was named to the Board of Education (through its action) as an advisory person to the board in January 1977.

The committee has priorities for 1977-78. Examples of the priorities are:

* Increase parents' acceptance of their responsibility toward their childrens' learning
* Increase participation (citizen) by improving the strength of building committees.

ACCREDITATION & ACCOUNTABILITY UNIT
PERCEPTION AND COMMENTS

V. EFFECTIVENESS OF THE COMMITTEE

The committee, the superintendent, and the Board of Education have a commitment to and are supportive of the planning/accountability process.

VI. RECOMMENDATIONS

We would suggest that the district:

1. Review and clarify its decision-making process
2. Develop a plan that will provide inservice for its teachers on the use of the planning/accountability process at the building level
3. Consider ways to coordinate district priorities through the building levels and provide support for priorities that may be unique to the buildings
4. Consider the desirability of developing building level action plans for program improvement.

A building level action plan:

* encourages a building to identify its priorities
* provides a logical way for district priorities to become a part of the building's plans
* establishes a practical and productive base for the involvement of staff since the staff is developing its own plan.

1976-1978 EDUCATIONAL PRIORITIES

FOR THE COLORADO DEPARTMENT OF EDUCATION, ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION - JULY 8, 1976

IMPROVING COMPUTATION AND COMMUNICATIONS SKILLS:

The Colorado Department of Education (CDE) will assist school districts in improving student skills in computation and communications. Communications skills emphasized will be those in the areas of reading, writing, listening, and speaking.

STRENGTHENING LEADERSHIP IN LOCAL BOARDS OF EDUCATION:

The CDE will assist local efforts in strengthening leadership of local boards of education.

IMPROVING CLIMATE FOR LEARNING:

The CDE will provide leadership in assisting school districts and individual schools in assessing and improving the school climate for learning and productivity.

IMPROVING RESOURCE UTILIZATION:

The CDE will assist local school districts, Boards of Cooperative Services and public libraries in improving utilization of resources including human, fiscal, facility, material and energy.

FEDERAL, STATE, AND LOCAL RELATIONS:

The State Board of Education will provide leadership in securing input from federal, state, and local leaders in identifying educational issues and developing strategy to meet these concerns.

ESTABLISHING A STATEWIDE INFORMATION AND DISSEMINATION SYSTEM:

The CDE will develop and implement a statewide system for dissemination to assist in identifying promising educational practices and to assist in the local adoption of proven practices. The CDE will also encourage use of research findings as a basis for making educational decisions.

ASSIST IN STAFF DEVELOPMENT PROGRAMS FOR LOCAL SCHOOL DISTRICT AND LIBRARY PERSONNEL:

The CDE will provide leadership to school districts and libraries in organizing and assisting in staff development and administrator renewal programs through professional growth activities and staff evaluation procedures.

IMPROVING SERVICES TO LIBRARIES:

The CDE, through the Colorado State Library, will seek to improve services to library patrons by providing consultant services and assistance to libraries throughout the state with emphasis on cooperative library programs.

INCREASING USE OF LIBRARY SERVICES AND MATERIALS:

The CDE, through the Colorado State Library, will seek to increase awareness and utilization of services and materials available to employees and officials involved in state government.

COLORADO STATE BOARD OF EDUCATION

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